# After School and Out of School Time

# QRIS Standards

# Category 1: Curriculum and Learning

Research on early childhood education and afterschool/out of school time care reports the critical elements of a high quality program includes: utilization of a developmentally appropriate curriculum aligned to the states's standards, an asessement system that reflects the curriculum and state standards/expectations for children, adaptations to meet individual children's needs and positive teacher-child interactions that foster children's self regulation and emotional well-being.

Subcategories within Curriculum and Learning:
      1A.    Curriculum, Assessment, and Diversity
      1B.    Teacher-Child Relationships and Interactions

## *Curriculum And Learning: 1A.* Curriculum, Assessment, and Diversity

| Level | Revised Standard | Measures | | Documentation | | |
|-------|------------------|----------|--|---------------|--|--|
| | | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accredited Program Documentation Option |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>The daily schedule includes strategies such as shared reading, book discussion, games and activities that promote literacy and numeracy. ↔<br><br>Educators observe students and maintain written progress notes that are used to complete reports for parents. ↔<br><br>Materials reflect the language and culture of the students in the program, their communities, and represent the diversity of society. ↔ | SACERS self assessed score average of 3 with no single item below 3 and, using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level. | | | | |

Rev. 11/16/2012

KEY:  ® = Research/Evidence-based          ⬚ = used in other state QRIS

↔ = Aligned with other existing measures          ℗ = In line w/ best practice          **3**

🔊 = In line w/ best practice as articulated by stakeholders

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accredited Program Documentation Option*** |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>Program provides access to homework assistance or provides students with 1:1 or small group support from Educators, trained volunteers or interns. ® ↔<br><br>Educators support the inclusion of children with disabilities through books, media, games and activities that promote understanding by their peers. ↔<br><br>Educators engage all students in a variety of activities including arts, athletics, academic enrichment, etc. ↔<br><br>Educators promote/encourage verbal communication skills and model use of Standard English when interacting or reading to youth. ® ↔<br><br>Educators have received formal professional development in assessment (using anecdotal records and portfolios to measure progress); health and nutrition (including special diets, allergies); strategies that address how to work with students from diverse languages and cultures; and second language acquisition (especially techniques for teaching reading). Ⓟ | SACERS reliable rater score average of 5 with no single item below 4. | APT-O II.B.1 II.D.2 V.C.1 | Formal professional development as indicated by Registry. | | COA item # ASP-HR 3.03<br><br>AND<br><br>Formal professional development as indicated by Registry. |

KEY: ® = Research/Evidence-based     ⟳ = used in other state QRIS

↔ = Aligned with other existing measures    Ⓟ = In line w/ best practice

🐾 = In line w/ best practice as articulated by stakeholders

|  |  | Measures | | Documentation | | |
| Level | Revised Standard | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accredited Program Documentation Option |
|---|---|---|---|---|---|---|
| Level 4 | Meets Requirements of Level 3 PLUS<br><br>Program ensures students have access to a variety of skilled volunteers or tutors to assist students in improving in various subjects such as reading, written communication, verbal communication, mathematical problem solving, science, social studies, etc. ®<br><br>↔<br><br>Program offers individualized homework supports provided by Educators, trained volunteers , tutors, or interns.℗<br><br>Curriculum reflects different learning styles and approaches and covers a variety of topics. ®<br><br>Program activities are designed to support students in developing leadership skills, self esteem, and positive behaviors while reducing their risk taking behavior. ® ↔ | SACERS reliable rater average score of 6 with no single item below 5. | APT-O or APT-Q<br>III.2 | Verification by administrator that individualized homework help is provided. |  | COA item # ASP-PS 5.07<br><br>AND<br><br>Verification by administrator that individualized homework help is provided. |

KEY:  ® = Research/Evidence-based          ⊡ = used in other state QRIS

↔ = Aligned with other existing measures          ℗ = In line w/ best practice

🐾 = In line w/ best practice as articulated by stakeholders

# *Curriculum and Learning: 1B.* Teacher-Child Relationships and Interactions

| Level | Revised Standard | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| | | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accredited Program Documentation Option |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>Educators acts as mentors/role models with designated students. ®<br><br>Educators receive formal professional development in strategies that support open ended conversations, sharing of ideas, problem solving techniques and positive peer interactions. ®+ Ⓟ | SACERS self-assessed score average of 3 with no single item below 3 and, using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level. | CLASS self-assessed score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 3 or lower on the dimension of Negative Climate.<br><br>OR<br><br>Arnett Caregiver Interaction Scale self-assessed score average of 3 or higher<br><br>APT III.D.2 III.D.4 | Formal professional development as indicated by Registry. | | COA item # ASP-PS 3.03 ASP-PS 3.04<br><br>Formal professional development as indicated by Registry. |

KEY:  ® = Research/Evidence-based          ⊡ = used in other state QRIS

↔ = Aligned with other existing measures      Ⓟ = In line w/ best practice

🐾 = In line w/ best practice as articulated by stakeholders

| Level | Revised Standard | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| | | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accredited Program Documentation Option |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>Educators provide a variety of activities that support students in developing positive relationships with adults in the program. ↔<br><br>Educators are provided with opportunities to use outside consultants or qualified staff with expertise in the age of the children served to assist them in implementing strategies that support positive relationships/interactions and prevention/intervention techniques. ℗®+<br><br>Educators receive formal professional development in conflict resolution or mediation techniques and utilize them with the students. ® | SACERS reliable rater score average of 5 with no single item below 4. | CLASS reliable-rater score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or 1 on the dimension of Negative Climate.<br><br>OR<br><br>Arnett Caregiver Interaction Scale reliable rater score average of 3.5 or higher<br><br>OR<br><br>APT-O III.B.3 III.F.1 | Signed document that the program uses outside consultants or qualified staff with expertise and Master's level qualifications in children's behavior and mental health to provide support and assistance to staff in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.<br><br>AND<br><br>Formal professional development as indicated by Registry. | | COA item # ASP-HR 3.03 ASP-PS 4.02<br><br>AND<br><br>Signed document that the program uses outside consultants with expertise in children's behavior and mental health to provide support and assistance to staff in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.<br><br>AND<br><br>Formal professional development as indicated by Registry. |

KEY:  ® = Research/Evidence-based          ⊡ = used in other state QRIS

↔ = Aligned with other existing measures          ℗ = In line w/ best practice

🗪 = In line w/ best practice as articulated by stakeholders

| Level | Revised Standard | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| | | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accredited Program Documentation Option |
| | | | | | | |
| Level 4 | Meets Requirements of Level 3 PLUS  Educators use a conflict resolution strategies or peer mediation system and support students in utilizing it to resolve issues that arise both within and outside of the classroom. ® | SACERS reliable rater score average of 6 with no single item below 5. | APT-Q II.2.h | | | COA item # ASP-PS 4.02 |

KEY:  ® = Research/Evidence-based       ⊡ = used in other state QRIS

↔ = Aligned with other existing measures     ℗ = In line w/ best practice

🐷 = In line w/ best practice as articulated by stakeholders

# Category 2: SAFE, HEALTHY INDOOR AND OUTDOOR Environments

Program environments are the framework for children's learning.  They support the implementation of the curriculum through the use of space, materials and opportunities for children to experiment, practice their skills, analyze, socialize and problem solve.  Environments must provide support for the health, safety and nutrition of young children and youth in order to ensure their optimum development, learning and well being.

## 2. Safe, Healthy Indoor and Outdoor Environments

| Level | Revised Standard | Measures | | Documentation | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accreditation Program Documentation Option |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements<br>Meets Licensing regulations | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>Annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provides a written report to the program. ®<br><br>Demonstrates safe indoor and outdoor environments. ↔ | SACERS self-assessed score average of 3 with no single item below 3 and, using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level. | | Copy of agreement with the Health Consultant OR copy of agreement from a system through which a health consultant provides services<br><br>AND<br><br>a signed statement from the program director verifying that the visits occur on at least an annual basis. | | |

KEY:  ® = Research/Evidence-based           ⚏ = used in other state QRIS

↔ = Aligned with other existing measures     ℗ = In line w/ best practice

🐾 = In line w/ best practice as articulated by stakeholders

| Level | Revised Standard | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| | | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accreditation Program Documentation Option |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>Educators receive formal professional development in how to work with students with special diets, allergies and specialized feeding issues. ®<br><br>Demonstrates quality indoor and outdoor environments. ▢↔ | SACERS reliable rater score average of 5 with no single item below 4. | | Formal professional development as indicated by Registry. | | |
| Level 4 | Meets Requirements of Level 3 PLUS<br><br>Demonstrates stimulating indoor and outdoor environments. ▢↔ | SACERS reliable rater score average of 6 with no single item below 5. | | | | |

KEY:  ® = Research/Evidence-based          ▢ = used in other state QRIS

   ↔ = Aligned with other existing measures          ℗ = In line w/ best practice

   🐾 = In line w/ best practice as articulated by stakeholders

# Category 3: Workforce Qualifications and Professional Development

Research indicates that the workforce engaged in after school and out of school time must have formalized professional development in education and content knowledge in order to support program quality and impact child outcomes.

Ongoing professional development that links to the classroom activities is related to program improvement and child and youth outcomes are directly affected by the quality of their experiences in the classroom.

Subcategories within Workforce Qualifications and Professional Development:
3A. Program Administrator[1] Qualifications and Professional Development
3B. Site Coordinator[2] Qualifications and Professional Development

---

[1] **Program Administrator** for the purposed of QRIS is defined as the individual holding primary responsibility for the overall direction of the program, including but not limited to the developing program mission, goals, and policies program implementation and evaluation; administration, including fiscal management, organizational development, including management of human resources.

[2] **Site Coordinator** for the purposes of QRIS is defined as the individual(s) holding primary responsibility for the daily on-site operations of the program, including but not limited to, supervising staff communicating with families, building relationships with the community and local schools, and overseeing all program activities.

## Workforce Qualifications and Professional Development:
### 3A. Program Administrator Qualifications and Professional Development

| Level | Revised Standard | Measures | | Documentation | | |
|-------|------------------|----------|--|---------------|--|--|
| | | Required Observation Measure (ERS) | Other Required Observation Measure | Required Documentation | Head Start Documentation option | Accreditation Program Documentation Option |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>Program administrator has a Bachelor's degree in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree (i.e. master's degree), that includes a minimum of 6 college credits in working with school age children, and a minimum of 6 college credits or EEC approved professional development opportunities in administration, management or staff supervision. ® 🗨 ↔<br><br>Program administrator has a minimum of 2 years experience as an administrator. 🗨 ↔ | | | Formal professional development as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry<br><br>AND<br><br>Document listing employment history providing evidence of 2 years experience in an administrative role. | | COA item # ASP-HR 4.01 ASP-HR 3.06<br><br>AND<br><br>Formal professional development as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry<br><br>AND<br><br>Document listing employment |

KEY:  ® = Research/Evidence-based         ⊡ = used in other state QRIS

↔ = Aligned with other existing measures     Ⓟ = In line w/ best practice

🗨 = In line w/ best practice as articulated by stakeholders

| Level | Revised Standard | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| | | Required Observation Measure (ERS) | Other Required Observation Measure | Required Documentation | Head Start Documentation option | Accreditation Program Documentation Option |
| | Program administrator has received formal professional development in supervision of adults and strategies for working with adults and school age students, with and without disabilities. 🐾 <br><br> Program administrator has an Individual Professional Development Plan (IPDP). Ⓟ | | | AND <br><br> Signed document that IPDP is completed regularly. | | history providing evidence of 2 years experience in an administrative role. <br><br> AND <br><br> Signed document that IPDP is completed regularly. |
| Level 3 | Meets Requirements of Level 2 PLUS <br><br> Program administrator has a minimum of 9 college credits in early childhood education, elementary education, adolescent development, psychology, or a related field OR EEC approved formal professional development equivalent OR a higher degree. Ⓡ 🐾 ↔ <br><br> Program administrator has a minimum of 3 years experience as an administrator. 🐾 Ⓟ <br><br> IPDP addresses process and timelines to achieve the Administrator qualifications for the next level of QRIS. Ⓟ | | | Coursework as indicated by Registry. <br><br> AND <br><br> Experience as indicated by Registry <br><br> AND <br><br> Signed document that IPDP is completed regularly. <br><br> AND <br><br> Document listing employment history providing | | COA item # ASP-HR 4.01 ASP-HR 3.06 <br><br> AND <br><br> Formal professional development as indicated by Registry. <br><br> AND <br><br> Experience as indicated by Registry <br><br> AND <br><br> Signed document that IPDP is completed |

| Level | Revised Standard | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| | | Required Observation Measure (ERS) | Other Required Observation Measure | Required Documentation | Head Start Documentation option | Accreditation Program Documentation Option |
| | | | | evidence of 3 years experience in an administrative role. | | regularly.<br><br>AND<br><br>Document listing employment history providing evidence of 3 years experience in an administrative role. |
| Level 4 | Meets Requirements of Level 3<br>PLUS<br><br>Program administrator has a minimum of 24 college credits or equivalent EEC approved professional development in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree. ®+ 🗨 ↔<br><br>Program administrator has professional development in special education/working with children with disabilities. 🗨 ↔<br><br>Program administrator has a minimum of 5 years experience as an administrator. Ⓟ<br><br>IPDP addresses areas of identified needs; addresses goals and objectives necessary to the position. Ⓟ | | | Formal professional development as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry<br><br>AND<br><br>Signed document that IPDP is completed regularly.<br><br>AND<br><br>Document listing employment history providing | | COA item # ASP-HR 4.01 ASP-HR 3.06<br><br>AND<br><br>Coursework as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry<br><br>AND<br><br>Document listing employment history providing evidence of 5 years experience in an |

KEY:  ® = Research/Evidence-based            ⛶ = used in other state QRIS

↔ = Aligned with other existing measures     Ⓟ = In line w/ best practice

🗨 = In line w/ best practice as articulated by stakeholders

| Level | Revised Standard | Measures | | Documentation | | |
|-------|------------------|----------|--|---------------|--|--|
| | | Required Observation Measure (ERS) | Other Required Observation Measure | Required Documentation | Head Start Documentation option | Accreditation Program Documentation Option |
| | | | | evidence of 5 years experience in an administrative role. | | administrative role. |

KEY:  ® = Research/Evidence-based          ⧉ = used in other state QRIS

↔ = Aligned with other existing measures     ℗ = In line w/ best practice          **16**

🐾 = In line w/ best practice as articulated by stakeholders

## Workforce Qualifications and Professional Development:
### 3B. Site Coordinator  Qualifications and Professional Development

| Level | Revised Standard | Measure | | Documentation | | |
|---|---|---|---|---|---|---|
| | | Required Observation Measure (ERS) | Other Required Observation Measures | Required Documentation | Head Start Documentation Option | Accreditation Program Documentation Option |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing <u>OR</u> program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>All Site Coordinators have a minimum of a Bachelors degree (any field) with a minimum of 6 college credits or equivalent EEC approved professional development in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree. ®+ 🐾<br><br>All Site Coordinator(s) have an Individual Professional Development Plan (IPDP) that is developed in conjunction with the Supervisor that addresses the identified professional development needs of that educator, and that ensures professional development in communicating with families, building relationships with the host community, overseeing program activities, the Curriculum Frameworks, | | | Registry<br><br>AND<br><br>Signed document that IPDP is completed regularly.<br><br>AND<br><br>Strengthening Families Self-Assessment checklist with program improvement plan. | | |

KEY:  ® = Research/Evidence-based          ⬚ = used in other state QRIS

↔ = Aligned with other existing measures          ℗ = In line w/ best practice

🐾 = In line w/ best practice as articulated by stakeholders

| | | Measure | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measures*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | diversity, supporting literacy and mathematics development, the *Strengthening Families Protective Factors, t*he components of the assessment process including screening, observation, use of assessment tools and meeting the needs of school age children with disabilities.<br>®+ 🗨 ⛶ | | | | | |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>Site coordinator(s) have a minimum 18 college credits or EEC approved formal professional development equivalent in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree and 6 college credits or EEC approved formal professional development equivalent in administration, management, or supervision.<br>®+ 🗨 | | | Coursework as indicated by Registry.<br><br>AND<br><br>Signed document that IPDP is completed regularly. | | |
| Level 4 | Meets Requirements of Level 3 PLUS<br><br>All site coordinator(s) have a minimum of 36 college credits in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree OR EEC approved formal professional | | | Coursework as indicated by Registry.<br><br>AND<br><br>Signed document that IPDP is completed | | |

**KEY:** ® = Research/Evidence-based  ⛶ = used in other state QRIS

↔ = Aligned with other existing measures  ℗ = In line w/ best practice

🗨 = In line w/ best practice as articulated by stakeholders

| | | Measure | | Documentation | | |
|---|---|---|---|---|---|---|
| Level | Revised Standard | Required Observation Measure (ERS) | Other Required Observation Measures | Required Documentation | Head Start Documentation Option | Accreditation Program Documentation Option |
| | development equivalent and 3 college credits or EEC approved professional development equivalent in administration or management, AND 3 college credit hours or EEC approved formal professional development in staff supervision.  ®+🗨  All Site Coordinators have an IPDP that ensures professional development in literacy strategies, assessment tools, collection and interpretation of data and strategies for teaching children with special needs and diverse languages, and additional competency as determined with the supervisor. ®+Ⓟ | | | regularly and that it includes a description of specific professional development. | | |

KEY:  ® = Research/Evidence-based          ⧉ = used in other state QRIS

↔ = Aligned with other existing measures          Ⓟ = In line w/ best practice

🗨 = In line w/ best practice as articulated by stakeholders

# Category 4: FAMILY AND COMMUNITY ENGAGEMENT

Families must be acknowledged as children's first teachers and thus must be recognized and supported as partners in their child's education, *not just in school but also in the many out-of-school contexts in which they learn*. Programs must understand the interconnectedness between the family and a child's approach to learning and establish a relationship with families that is built on mutual trust, respect and a willingness to involve them as full partners; while providing them with information, resources and support in order to ensure children and youth have a healthy nurturing environment in which to grow and learn.

Rev. 11/16/2012

**KEY:** ® = Research/Evidence-based          ⊡ = used in other state QRIS
    ↔ = Aligned with other existing measures          Ⓟ = In line w/ best practice          **20**
          🐾 = In line w/ best practice as articulated by stakeholders

# 4. Family and Community Engagement

| Level | Revised Standard | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| | | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accreditation Program Documentation Option |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>Opportunities to meet with classroom educators are provided for parents. ® ↔<br><br>Program maintains a list of current community resources that support families is accessible to students and families. ®+🗨<br><br>Program participates in community events. ↔ ®<br><br>Program completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement. Ⓟ ®+🗨<br><br>Program has developed informational materials on the program that are in the language of the community, are available for educators to use in the community and are given to | SACERS self assessed score average of 3 with no single item below 3 using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level. | APT-Q score of 3 or higher | Document signed by administrator describing the opportunities for parents to meet with Educator at least once a month.<br><br>AND<br><br>List of community resources.<br><br>AND<br><br>Document signed by program administrator that briefly describes the community events that the program participates in at least annually.<br><br>AND | | COA item # ASP-PS 11.02 ASP-PS 13.03<br><br>AND<br><br>Document signed by administrator describing the opportunities for parents to meet with Educator at least once a month. |

KEY:  ® = Research/Evidence-based          ♻ = used in other state QRIS

↔ = Aligned with other existing measures     Ⓟ = In line w/ best practice

🗨 = In line w/ best practice as articulated by stakeholders

| Level | Revised Standard | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| | | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accreditation Program Documentation Option |
| | prospective families and students. ↔ ® | | | Description of program improvement plan based on Strengthening Families self-assessment. | | |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>A daily two way communication system is available between the educators and families through a variety of means. ↔ ⬚<br><br>Families are encouraged to volunteer in the program to assist in the classroom, share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information. ↔<br><br>Program ensures that there are translators available, as needed, at meetings, workshops, conferences to ensure strong communication between the program and families. ℗ ↔<br><br>Program participates in local community group work that is related to children, families, and/or linguistic/cultural groups served by | SACERS reliable rater score average of 5 with no single item below 4 | | Document signed by program administrator describing the variety of daily communication methods (e.g. scheduled telephone hour, checklists, e-mail)<br><br>AND<br><br>Document signed by program administrator describing translators used for meetings, workshops and conferences, as needed.<br><br>AND<br><br>Evidence of agreements with | | COA item # ASP-PS 13.03<br><br>AND<br><br>Document signed by program administrator describing the variety of daily communication methods (e.g. scheduled telephone hour, checklists, e-mail) |

KEY:  ® = Research/Evidence-based          ⬚ = used in other state QRIS

↔ = Aligned with other existing measures          ℗ = In line w/ best practice

🗩 = In line w/ best practice as articulated by stakeholders

| Level | Revised Standard | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| | | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accreditation Program Documentation Option |
| | the program and/or provide family support. ↔® The program establishes two-way communication and collaboration agreements with the students' school(s) and the local LEA in order to ensure consistency in student programming, provide appropriate services, seek assistance around specific topical areas (special education, reading/math strategies etc.) and share information on the students' accomplishments or challenges. Ⓟ 🗩 | | | schools and LEA. AND Document signed by program adminsitrator showing participation in local community group work that is related to children, families, and/or linguistic/cultural groups. | | |
| Level 4 | Meets Requirements of Level 3 PLUS Parents participate on the Advisory Board for the program and are actively involved in the policy and decision making for the program. Ⓟ Program connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.). ®+ Program maintains written collaboration agreements with community based public and private agencies such as the arts, library, | SACERS reliable rater score average of 6 with no single item below 5. | | Document signed by program administrator listing access to and opportunities for training. AND Evidence of agreements with programs, agencies and organizations (as listed). AND Document signed by program | | |

KEY:  ® = Research/Evidence-based          ⬭ = used in other state QRIS

↔ = Aligned with other existing measures          Ⓟ = In line w/ best practice

🗩 = In line w/ best practice as articulated by stakeholders

| Level | Revised Standard | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| | | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accreditation Program Documentation Option |
| | entertainment, family supports, CFCE grantees, family literacy, human services, business, and/or sports in order to enrich the program's services for students and their families. These agreements spell out the responsibilities and policies for both the program and the community agency. ®+ | | | administrator demonstrating that parents are offered job training, family literacy, adult education, child development, parenting, and ESL classes. | | |

KEY:  ® = Research/Evidence-based          ⬚ = used in other state QRIS

↔ = Aligned with other existing measures          ℗ = In line w/ best practice

🗨 = In line w/ best practice as articulated by stakeholders

# Category 5: Leadership, Management, and Administration

High quality programs require effective leadership with management and administrative practices that ensure a stable environment, fiscal accountability, evaluation of the program's practices and policies and the development of relationships within the community in order to support the staff, children and youth, and families they serve.

Subcategories within Leadership, Management, and Administration:

    5A.    Leadership, Management, and Administration

    5B.    Supervision

# *Administration:* 5A. Leadership, Management, And Administration

| Level | Revised Standard | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| | | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accreditation Program Documentation Option |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>Communication and updates on the program are provided to Educators and families. ↔Ⓟ<br><br>Program has a written business plan. ↔<br><br>Program has a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family's culture and language, and is responsive to the inclusion of a variety of learning needs.<br><br>Ⓟ⛶ | | APT-Q VI.a score of 3 or higher | Written business plan with operating budget that includes an annual operating budget that is used to guide planning, set goals and make decisions.<br><br>AND<br><br>Copy of admissions policy promoting diversity (e.g., a statement that the program recruits and encourages the enrollment of children from diverse backgrounds). | | COA item # ASP-AM 5.01 ASP-PS 1012 |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>Program tracks and monitors | SACERS Reliable rater score average of 5 with no single | | Description of how program addresses absences. | | COA item # ASP-AM 2.01 ASP-AM 2.03 ASP-AM 9.03 |

KEY:  ® = Research/Evidence-based        ⛶ = used in other state QRIS

↔ = Aligned with other existing measures        Ⓟ = In line w/ best practice

🐾 = In line w/ best practice as articulated by stakeholders

| Level | Revised Standard | Measures | | Documentation | | |
|-------|-----------------|----------|--|---------------|--|--|
| | | *Required Observation Measure (ERS)* | *Additional Required Observation Measure* | *Required Documentation* | *Head Start Documentation Option* | *Accreditation Program Documentation Option* |
| | absences of individual children and contacts families when children are absent more than 20% in a month. ↔<br><br>Program has a annual review of the accounting records by an independent party who has accounting or book-keeping expertise. Ⓟ<br><br>Program director, staff and family input is solicited on an annual basis through a survey to evaluate the program. ↔<br><br>Results of the annual survey are used to develop a comprehensive written program improvement plan. ↔ ® | item below 4 | | AND<br><br>Program administrator signs a document indicating that an annual financial review conducted is by independent party who has accounting or book-keeping expertise. Ⓟ | | AND<br><br>Program administrator signs a document indicating that an annual financial review conducted is by a certified public accountant. |
| Level 4 | Meets Requirements of Level 3 PLUS<br><br>Educators and advisory board are involved in the development of the business plan and it is reviewed periodically for updating. ↔<br><br>Program shares the results of the program quality rating with the families, staff, governing board and funders. ⧉ | SACERS Reliable rater score average of 6 with no single item below 5. | | Signed checklist/document that the program has a technology system that maintains & tracks information on: children's health, services, absenteeism, children's educational information, staff | | COA item # ASP-AM 5.02<br><br>AND<br><br>Signed checklist/document that the program has technology system that maintains and tracks information on: children's |

**KEY:** ® = Research/Evidence-based          ⧉ = used in other state QRIS

↔ = Aligned with other existing measures          Ⓟ = In line w/ best practice

🐾 = In line w/ best practice as articulated by stakeholders

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| Level | Revised Standard | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accreditation Program Documentation Option |
| | Program has a system of technology that allows for data collection and tracking program information. Ⓟ | | | qualifications, professional development and financial record keeping | | health, services, absenteeism, children's educational information, staff qualifications and professional development |

KEY:  ® = Research/Evidence-based      ⟷ = used in other state QRIS

⟷ = Aligned with other existing measures      Ⓟ = In line w/ best practice

🗨 = In line w/ best practice as articulated by stakeholders

## Administration: 5B. Supervision

| Level | Revised Standard | Measures | | Documentation | | |
|-------|------------------|----------|----------|---------------|---|---|
| | | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accreditation Program Documentation Option |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>Program provides recognition for educators in annual evaluation as well as in public forum, as appropriate (i.e. verbal recognition in group setting or written recognition in newsletter). ↔<br><br>Educators are given feedback on instructional practice on a monthly basis. ↔ | | APT-Q | | | COA item # ASP-HR 5.05 |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>Program uses at least three types of internal communication on a monthly basis to inform educators. Ⓟ<br><br>Educators' schedule includes regular paid planning time. Ⓟ ↔<br><br>Educators are given feedback that | | APT-Q | Portion of the written policy providing: a) internal communication b) provides evidence of benefits offered to employees c)description of system that | | |

**KEY:** ® = Research/Evidence-based          ⌗ = used in other state QRIS

↔ = Aligned with other existing measures          Ⓟ = In line w/ best practice

🐷 = In line w/ best practice as articulated by stakeholders

| Level | Revised Standard | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| | | Required Observation Measure (ERS) | Additional Required Observation Measure | Required Documentation | Head Start Documentation Option | Accreditation Program Documentation Option |
| | includes examples of best practice at least twice a month. ®+<br><br>The program has a system to support the career development of staff through a career ladder (e.g., regularly scheduled time to meet with a supervisor or mentor to monitor progress towards career goals). | | | supports career development through a career ladder. | | |
| Level 4 | Meets Requirements of Level 3 PLUS<br><br>Educator salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the educators, and is comparable with the current wage level of others in the community with the same levels of education. ® ↔<br><br>Program has an incentive program that rewards each educator that achieves the next step on the career ladder. ®+<br><br>Educators receive at least one benefit. ® ↔<br><br>Educators are provided ongoing mentoring that includes demonstration of best practices on a weekly basis. ®+ | | APT-Q | Portion of the written policy that shows that employment reflects salary policies and benefit packages include paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option. | | |

KEY:  ® = Research/Evidence-based          ⛶ = used in other state QRIS

↔ = Aligned with other existing measures          ℗ = In line w/ best practice

🗨 = In line w/ best practice as articulated by stakeholders